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Editorial

Michael Osborne

The first article in this issue of JACE derives from work undertaken within the Economic and Social Research Council (ESRC)'s Teaching and Learning Research Programme (TLRP), and specifically the Learning Lives project. The specific work reported by **Field and Lynch** analyses the life histories of eight individuals and their experiences of transition. The implications of their analysis of the factors that restrict of these individuals are discussed in relation to lifelong learning strategies.

Ike, Okpara and Okechukwu report of study of staff and students at adult e-learning centres in Nigeria in order to gather data concerning their experience and understanding of provision. Their analysis suggests that for there to be effective pedagogical approaches, new teaching strategies need to be developed and embedded within existing traditional methods. They recommend that in Nigeria there should be a change in policy from traditional methods to one that blends face-to-face teaching with, e- and m-learning strategies.

Miller and collaborators focus on the continuing professional development of teachers and principals from Jamaican schools through undertaking a study tour in the UK. The article seeks to demonstrate how experiential learning within a new cultural context can enhance understanding of these teacher's own home context. The authors argue that the study tour 'exemplified transformational and inclusive leadership practices by the organisers', and most importantly provided a context for 'participants to begin a process of realignment and reconceptualization of their personal and professional selves'.

Al Hamdany and Picard consider, using a narrative approach, the perceptions of adult Iraqi students of three different programmes of English undertaken at an Australian university. They conclude that these students were positive about their experience of programmes that provided explicit instruction in academic and non-academic registers, and the opportunity to practice these registers in an appropriate context. They argue that 'ideal courses for adult ESL learners explicitly articulate their goals, respect the students' backgrounds, are linked to their learning needs and provide relevant practice both inside and outside of the classroom'.

Duke looks to the future of lifelong learning globally, having traced its development across what he describes as three generations of activity. He sees the first generation having emerged from the breadth of vision of the UNESCO reports for Faure and Delors. The second generation from the 1990s onwards is that which has linked lifelong learning closely with skills, economic development and international competitiveness. He suggests that a third generation may be emerging in East Asia that while still retaining the economic imperative might also retain some of the vision of UNESCO's original conceptions. This he exemplifies through a number of emerging examples of place-based learning work in Asian cities.

The final article in this issue from **Fang and Huang** is from Asia, and considers workplace collaboration with a grassroots adult education institution in Taiwan. The article considers the tripartite relationship between adult students, staff and teachers, and uses Cultural Historical Activity Theory as the theoretical means to analyse and understand the phenomenon.